

CLOVER SCHOOL DISTRICT

604 Bethel Street
Clover, SC 29710

GRADES PK-12

ENROLLMENT 4,811 Students

SUPERINTENDENT Bill R. Jenkins 803-222-7191

BOARD CHAIR Frank C. Falls 803-222-9710

FISCAL AUTHORITY District Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	1	0	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

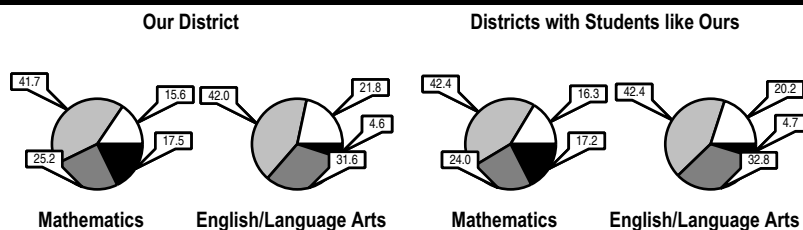
FOR MORE INFORMATION, VISIT WEBSITES AT:

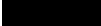



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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Below Average	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	78.2	69.6	69.2	78.3	76.7	77.0
Passed 2 subtests	13.9	17.9	17.1	13.0	13.8	13.9
Passed 1 subtest	5.6	8.3	6.0	6.2	6.5	5.9
Passed no subtests	2.3	4.2	6.0	2.4	3.0	2.7

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	16.7	21.8
Seniors who met the SAT requirement	19.6	23.0
Seniors who met the grade point average	37.1	53.6

*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	2,404	100.0	21.8	42.0	31.6	4.6	36.2	17.6
Gender								
Male	1,273	100.0	27.7	42.2	26.6	3.5	30.1	17.6
Female	1,131	99.9	15.0	41.9	37.1	6.0	43.1	17.6
Racial/Ethnic Group								
White	2,015	100.0	18.4	42.1	34.3	5.3	39.6	17.6
African-American	306	99.7	42.5	43.5	13.0	1.1	14.0	17.6
Asian/Pacific Islander	36	100.0	22.2	30.6	41.7	5.6	47.2	17.6
Hispanic	43	100.0	32.4	40.5	27.0		27.0	17.6
American Indian/Alaskan	3	100.0						17.6
Disability Status								
Not disabled	2,131	100.0	16.5	43.8	34.5	5.2	39.7	17.6
Disabled	273	99.6	65.0	27.2	7.4	0.4	7.8	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	2,404	100.0	21.5	42.1	31.7	4.7	36.4	17.6
English Proficiency								
Limited English proficient	26	100.0	50.0	33.3	12.5	4.2	16.7	17.6
Non-limited English proficient	2,378	100.0	21.2	42.2	31.9	4.7	36.6	17.6
Socio-Economic Status								
Subsidized meals	856	99.9	37.1	44.1	17.4	1.3	18.8	17.6
Full-pay meals	1,548	100.0	14.0	40.9	38.8	6.3	45.1	17.6

Mathematics								
All students	2,404	100.0	15.6	41.7	25.2	17.5	42.7	15.5
Gender								
Male	1,273	100.0	16.9	39.8	24.9	18.5	43.3	15.5
Female	1,131	100.0	14.2	43.9	25.5	16.4	41.9	15.5
Racial/Ethnic Group								
White	2,015	100.0	12.4	40.8	27.0	19.8	46.8	15.5
African-American	306	100.0	33.9	50.3	11.9	3.8	15.7	15.5
Asian/Pacific Islander	36	100.0	19.4	22.2	38.9	19.4	58.3	15.5
Hispanic	43	100.0	29.7	43.2	18.9	8.1	27.0	15.5
American Indian/Alaskan	3	100.0						15.5
Disability Status								
Not disabled	2,131	100.0	10.9	42.5	27.3	19.3	46.6	15.5
Disabled	273	100.0	54.1	35.7	7.4	2.9	10.2	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	2,404	100.0	15.4	41.7	25.2	17.6	42.8	15.5
English Proficiency								
Limited English proficient	26	100.0	50.0	25.0	16.7	8.3	25.0	15.5
Non-limited English proficient	2,378	100.0	15.1	41.9	25.3	17.7	43.0	15.5
Socio-Economic Status								
Subsidized meals	856	100.0	27.4	44.9	21.0	6.8	27.8	15.5
Full-pay meals	1,548	100.0	9.6	40.0	27.3	23.0	50.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Proficient
English/Language Arts							
2002	Grade 3	361		14.1	37.7	42.5	48.2
	Grade 4	390		10.6	44.6	40.4	44.8
	Grade 5	386		18.5	50.0	29.9	31.5
	Grade 6	359		17.6	33.0	39.7	49.4
	Grade 7	362		20.0	43.1	33.1	36.9
	Grade 8	371		26.5	43.2	24.1	30.3
2003	Grade 3	353	100.0	11.5	26.8	52.0	61.7
	Grade 4	400	100.0	16.2	43.7	35.3	40.2
	Grade 5	463	100.0	24.5	51.9	22.7	23.6
	Grade 6	404	100.0	29.5	32.9	28.9	37.6
	Grade 7	421	100.0	24.2	44.9	28.5	30.8
	Grade 8	363	99.7	22.6	49.0	25.8	28.5

Mathematics							
2002	Grade 3	361		15.7	41.3	26.7	43.0
	Grade 4	390		9.1	32.6	30.1	58.3
	Grade 5	386		17.2	37.5	25.0	45.3
	Grade 6	359		14.0	37.2	29.3	48.9
	Grade 7	362		28.3	32.8	20.0	38.9
	Grade 8	371		29.5	46.5	13.8	24.1
2003	Grade 3	353	100.0	8.4	48.3	31.5	43.3
	Grade 4	400	100.0	8.4	36.9	31.0	54.7
	Grade 5	463	100.0	13.0	44.2	26.6	42.8
	Grade 6	404	100.0	16.6	32.6	23.9	50.8
	Grade 7	421	100.0	20.2	41.4	21.7	38.4
	Grade 8	363	100.0	27.2	48.2	16.3	24.6

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova: a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress: a national, criterion-referenced achievement test.

Percent of students scoring									
Test	Grade	Year	Advanced		Proficient		Basic		Below Basic
			State	Nation	State	Nation	State	Nation	State
Reading	8	2002	1	3	23	30	44	43	32
Writing	4	2002	1	2	16	26	65	58	18
Mathematics	8	2000	2	5	15	22	37	38	45

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	252	99.6%	245	16.7%	283	83.4%
Gender						
Male	118	100.0%	113	12.4%	136	77.9%
Female	134	99.3%	132	20.5%	147	88.4%
Race or Ethnic Group						
African American	28	100.0%	38	7.9%	43	79.1%
Hispanic	3	I/S	5	0.0%	4	I/S
White	220	99.5%	201	18.9%	234	83.8%
Other	1	I/S	1	I/S	2	I/S
Disability Status						
Non-speech disabilities	3	I/S	11	0.0%	25	44.0%
Students without disabilities	249	99.6%	234	17.5%	0	87.2%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	3	I/S	245	16.7%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	252	99.6%	245	16.7%	283	83.4%
Lunch Status						
Subsidized meals	30	96.7%	30	3.3%	43	67.4%
Full-pay meals	222	100.0%	215	18.6%	240	86.2%

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	492	490	517	520	1009	1010
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	20.5	19.9	21.5	20.7	19.8	20.3	21.3	20.6	20.9	20.4
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 4,811)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.5%	Up from 2.9%	3.1%	4.0%
Attendance rate	96.3%	Down from 97.0%	96.0%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.7%	Down from 17.6%	17.7%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Up from 8.2%	8.7%	10.6%
Older than usual for grade	3.5%	Up from 3.0%	2.7%	5.5%
Suspended or expelled	2.1%	Up from 0.5%	1.7%	1.6%
Enrolled in AP/IB programs	12.3%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	322	Up from 165	295	186
Completions in adult education GED or diploma programs	35	Up from 21	107	40

Teachers (n= 374)				
Teachers with advanced degrees	54.3%	No change	54.3%	47.8%
Continuing contract teachers	88.5%	Up from 84.5%	82.7%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.3%	Up from 90.6%	90.0%	89.5%
Teacher attendance rate	94.7%	Down from 95.3%	95.2%	95.1%
Average teacher salary	\$43,355	Up 2.1%	\$41,174	\$39,707
Prof. development days/teacher	11.0 days	Down from 11.4 days	9.4 days	11.3 days

District				
Superintendent's years at district	0.5	Down from 3.5	4.0	3.0
Student-teacher ratio	19.1 to 1	Up from 18.3 to 1	21.4 to 1	20.6 to 1
Prime instructional time	90.4%	Down from 91.9%	90.4%	89.0%
Dollars spent per pupil*	\$8,900	Down 3.4%	\$7,210	\$7,412
Percent spent on teacher salaries*	60.9%	Up from 55.4%	59.6%	56.0%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	98.4%	96.1%
Number of schools	8	No change	16	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	0.0%	Down from 0.4%	5.2%	3.5%
Average age in years of school facility	20	N/A	21	26
Number of schools with SACS accreditation	8	N/A	16	8

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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SCHOOL DISTRICT GOVERNANCE

Board Membership 5 trustees elected to single-member seats, 2 trustees elected to at-large seats

Fiscal Authority District Board/Referendum

Average Number of Hours of Training Annually 25.0 per board member

Percent new trustees completing orientation 100.0%

DISTRICT SUPERINTENDENT'S REPORT

In spite of declining revenues and enrollment that is increasing by more than 100 students per year, the Clover School District is committed to maintaining its focus on high expectations and quality instruction at all levels. Recent accomplishments demonstrate this commitment.

In 2002, Clover students exceeded state-level performance on PACT at all grade levels in both language arts and math. Four of Clover's eight schools received the Palmetto Gold Award for academic excellence.

The average composite SAT score of Clover High School seniors in the class of 2002 exceeded 1000 for the fourth consecutive year. This is well above the state average of 981.

The new Applied Technology Center (ATC) at Clover High School opened in the fall of 2002. This facility provides space for health occupations, building construction, computer networking/repair and distance learning. A comprehensive five-year workforce development plan was also implemented in 2002. This increased emphasis on occupational and technical courses will expand job opportunities for a large number of students. Improved distance learning opportunities will enable students to earn more college credits from campuses around the state through a link with York Tech.

In November 2002, eight Clover teachers were certified by the National Board for Professional Teaching Standards, bringing Clover's total of nationally certified teachers to 31.

In April 2003, Clover Junior High School was one of 127 S.C. schools to be designated a Red Carpet School by the State Department of Education.

In 2002, the district began a year-long study of the program for gifted and talented students. As a result, the pull-out enrichment model that had been used in grades 3-5 will be changed to a special class model. In grades 6-8, special classes in both language arts and mathematics will be offered to G/T students.

The district will continue to focus on ways to use the district's resources in a manner that will ensure that each student in Clover has the opportunity to be successful.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal